**English Unit Two 2012**

**Community and belonging**

**Content (What will the students be studying, exploring or pursuing?)**

In this unit students will explore, be asked to consider and make personal contributions about what it is like to be part of a community. In particular students will be provided with opportunities to broaden their knowledge about the richness of their school community and also think about and experience the digital/online community. They will be provided with tools to be able to make appropriate decisions about safety within their communities of learning and be thoughtful, ethical and productive.

“We aim to educate our students to develop a global perspective and be productive, contributing citizens with a strong ethical framework.”

**KEY TERMS (What new words , concepts will the students learn and be able to use correctly as a result of completing this unit.) community, school, classroom, identity, friendships, cooperation, sharing, respect, belonging and individuality, cyber safety, online etc.)**

**Aims and Objectives**

Upon completing this unit the students will have the skills to

1. Understand that they are all unique individuals with a range of skills, abilities and learning styles.
2. Have positive discussions about their new community
3. Make connections and comparisons with past experiences

**KNOWLEDGE**

* Students will acquire the knowledge required to understand and accept responsibilities associated with belonging to a new school community
* They will develop skill and learn strategies to complete an oral presentation and a personal folio piece as well as participate and complete a thinking tool A.P.C
* Develop protocols for a purposeful classroom

**Understanding**

* They will understand that it is important to have a respectful environment conducive to learning.

**Resources**

* **Inspiration template (Community)**
* Digital Citizenship resources <http://digitalcitizenshipresources.wikispaces.com>
* Preferred Learning Styles reflection Activity
* Oral presentation guidelines (handout)
* Box of Me Activity task and rubric
* OPV Thinking Task on Communities ( Template provided)
* Muffy Hand resources
* Brain Compatible Classroom Framework(Hawker Brownlow)
* Personal Profile Activity Sheet
* The Key to me Template
* Autobiography Graphic Organiser
* Personal Writing resources and samples (Emma by Sheila Hocken)
* Powerpoint Activity provided for students to create their own autobiography.

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| **Learning Activities** | **Student Products** | **Assessment**  **Formative and Summative** |
| Introductory activities  A blank template and sample provided for teachers to initiate the topic. | Mind Mapping Community  (Refer to Template) | Observe, Question and Respond  F and S |
| Revisit Preferred Learning styles Activity  Students to complete a short reflection on What kind of learner they are referring to the four quadrants.  They will also complete a short response on how they may improve in the other areas. | Discussions and completion of personal learning tasks | F and S |
| Muffy Hand Handbook p1-8  Exploring a purposeful classroom | Group Activity   * What are things that teachers could do to support the achievement of a purposeful classroom community? * What are the things that students could do to support the achievement of a purposeful classroom? | F  Group participation |
| Revision of Good public speaking skills Refer ro handout. | Introduce and complete “Box Of Me” activity using PowerPoint package | Summative |
| Thinking Tool A.P.C | Students to work cooperatively to consider “What is it like to be part of a community” | F and S |
| Teachers to run through Digital Citizenship Powerpoint with students | Activity 1. Mind Map using Inspiration Program “It’s Not Just About Safety” | F sand S |
| Online Safety | “What does it mean to be a good Citizen” Connect to Wiki activities from powerpoint | F and S |
| Online Safety in the school Community | View clips from U Tube | Discussion Forums |
| Teacher/Librarian Activity | Reliable research and sources  Note taking | F |
| Activities Reviewing Definition of Personal/ Autobiographical Writing | Complete Personal Profile Template | S |
| Writing  Complete Autobiography Graphic organiser | Refer to Hamburger Model for Structure  Students to review samples of Personal writing and then write their own autobiography | S |

LINKS TO VELS LEVEL 4-5

Link to vocabulary and spelling thread (Know the technical language for the specific topic. Correct spelling of common and unfamiliar words)

Understand and integrate topic specific language

Link to personal learning

Link to language variation and change (Listening and Speaking Interactions) (Understand the role of pace, body language and engaging audiences.)

Link to use of software (Know the purpose of different software and the appropriate times to use it.

Link to vels texts in context (adapt writing to meet specific forms and purposes)

Link to vels creating texts (Be able to link their personal experiences to writing ideas and use appropriate structure)